

SITUATION OF EXPERIENCE ACTIVITIES MANAGEMENT FOR ETHNIC MINORITY STUDENTS IN ETHNIC MINORITIES BOARDING UPPER SECONDARY SCHOOLS IN THE DIRECTION OF EDUCATING LIFE SKILLS TO MEET THE NEEDS OF DISASTER PREVENTION IN THE NORTHWEST REGION IN THE CURRENT PERIOD

Le Thi Nhu Quynh^a
Ngo Quang Son^b

^a Ha Giang Department of Education and Training

Email: nhuquynh.ktkd@gmail.com

^b Vietnam Academy for Ethnic Minorities

Email: sonngq@hvd.edu.vn

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In recent years, ethnic minorities boarding upper secondary school in the Northwestern region have paid more attention to organize experiences for ethnic minority students, especially develop life skills to prevent from natural disaster in the Northwest region. However, experience activities for ethnic minority students have not yet had a specific program, measure and method of implementation, so the implementation has many limitations and shortcomings. Most of the boarding ethnic upper secondary schools still have the phenomenon that administrators impose specific educational activities for each teacher; so all educational activities happen at the same time, the same content, the same method. This phenomenon create no breakthrough and little attention to the main activities of ethnic minority students. Studying and assessing the true situation to propose effective measures for managing experience activities for ethnic minority students at ethnic minorities boarding upper secondary schools towards satisfying life skills education responding to the needs of disaster prevention in the Northwest region is a very important and urgent task in the current climate change response.

Keywords: Managing experience activities; Ethnic minority students; Boarding ethnic minorities; Educating life skills to meet the needs of natural disaster prevention; Northwestern region.

1. Introduction

Along with learning activities, experiential activities play a very important role. Experimental activities are a part of the educational process, organized outside the classroom of main subjects, with additional relationships, supporting teaching activities. Through practical activities, boarding activities, specific jobs and behaviors of ethnic minority students, the experiential activity will exploit each individual's experience, the students have opportunities to actively apply the knowledge they have learned into practice, from which they come up with new ideas, and promote the creativity of each ethnic minority student at the local ethnic high school. Experimental activities help ethnic minority students fully develop the common competencies needed in modern society.

In recent years, boarding schools for ethnic minority students in the Northwestern region have

paid more attention to organizing experiences for ethnic minority students, especially in the direction of education life skills to prevent natural disaster in the Northwest region. However, experience activities for ethnic minority students have not yet have a specific program, measure and method of implementation, so the implementation has many limitations and shortcomings. Most of the boarding ethnic high schools still have the phenomenon that administrators impose specific educational activities for each teacher, so all educational activities happen at the same time, the same content, the same method. The research assesses possibly the situation to propose effective measures for managing experience activities for ethnic minority students at ethnic boarding high schools, towards educate life skills for natural disaster in the Northwest region. It is a very important and urgent task in the current climate change response.

2. Overview of research issues

2.1. *The research works abroad*

Experimental activities have long become a rich and compelling research topic for social science researchers, through researching scientists who have clearly demonstrated the great role of experiential activities for the formation and development of students' personality, the complementary role of extracurricular activities for formal education in particular.

J.A Comenxki (1592-1670) is considered as the "father of modern education", having made great contributions to the education of humanity. He asserted that "learning is not about acquiring knowledge in books but also acquiring knowledge from the sky, the ground, from the oak, chestnut" (Hien & Tri, 2013).

AX Makarenko (1888-1939), an excellent theorist and practice of socialist education, he expressed four major educational views, namely: humanitarianism and social optimism; group and collective education; labor education; education with future, perspective. Makarenko's educational ideology is clearly expressed: I persistently say that educational issues, educational methods cannot be limited to teaching issues, and it is even more impossible for the educational process to be implemented in the classroom, which is supposed to be on every square meter of our country...That means under no circumstances that education shouldn't be done in the classroom. In his work practice, A.X.Makarenko organized extracurricular activities, student clubs at M.Gorki camp and F.E.Dzerjinski such as: Choir, Russian literary team, dance group, freelance workshop, natural science testing group, physics - chemistry, sports team...The distribution of children into extra-curricular groups, the club is organized on a completely voluntary basis, you can ask to leave the team at any time, but the team must be disciplined in the operation process (Hien & Tri, 2013).

In 2009, the Korean educational program brought creative experience into the subject content of the school's educational program, including: Autonomy, club activities, charitable activities, activities oriented to self-development. With the introduction of the main training program for experiential activities, Korea has brought the goal of creative experience activities "towards people who are educated, healthy, independent and creative, at Primary level and junior high school emphasizes emotional and creative ideas, high school develops global citizens with creative thinking".

In the UK, nearly 7 million students are involved in extracurricular activities each year, meaning that thousands of students visit every week or join learning clubs every week. According

to British educators, these activities help students link knowledge to life. The British Government believes that this activity is an important part of the education of the younger generation. In order to improve the quality and increase the number of these activities, the UK government has introduced regulations on responsibilities of teachers and schools, increased resources and conditions for organizing extracurricular activities.

In Japan, educators emphasize the importance of extra-curricular activities. Japanese students spend a lot of time on these activities because most schools in Japan are semi-boarding schools. However, these extracurricular activities mainly focus on ethical and traditional education for students such as teaching Japanese etiquette, making tea, traditional jobs... Extracurricular subjects mainly organized through contests, school games and on the radio. Japan's educational reform program is to reduce class time to enhance extra-curricular activities for students.

2.2. *The research works in the country*

Experimental activities are educational activities in which all students and ages can experience and explore together to create, in which not necessarily individual lessons but also activities inside and outside the classroom, outside the school.

It can be said that the experience has been interested in studying by domestic authors, these researches have been studied by the authors in many different aspects and also confirmed the position and important role in the formation of access to capabilities contributes significantly to the education of the younger generation in most countries in the world in general and in Vietnam in particular.

Author Vu Thi Giang (2015), with the thesis of Master of Education Management "Managing the creative experience activities of students at Quang Yen Secondary School, Quang Ninh Province" (Giang, 2015). From the results of theoretical research, current situation assessment, and confirmed dissertation, to improve the effectiveness of the management of creative experiences, students should strictly implement measures, such as: Enhancing the awareness raising for staff management, teachers, students, and educational forces about the importance of creative experience in junior high school; Create a creative process experience development plan in the right way based on scientific and practical basis to make the plan suitable and effective; Professional fostering for officials and teachers to organize creative experience activities for students in junior high schools effectively.

Author Tran Thi Thu Nhan (2018), with a master's thesis in education management on "Managing the experience activities of students in Lao Cai City Secondary School" (Nhan, 2018).

Through theoretical research and current situation assessment, the thesis has proposed management measures including: Organizing fostering to raise the awareness of administrators, teachers, students and parents about the importance of experiential activities in junior high school; build experience operation plans on scientific grounds and in accordance with practical conditions; organizing to improve the capacity of organizing experience activities for the teachers (especially the contingent of cadres, teams and teachers working in the class's position).

Author Pham Thi Thanh Hai, Nguyen Thi Thanh Huong (2019), with the article: "Proposing some measures to manage experience activities for students at Kien Khe Secondary School, Thanh Liem District, Ha Nam Province "(Hai; Huong, 2019). The article asserted that the experiential activity is one of the educational activities that are currently very interested in schools. It can be said that experience is the only way to develop the quality and capacity of learners. Experiencing activities in schools will help promote positive social behaviors for learners; At the same time, create good effects on the relationships between teachers and students, between students and students, helping to create interest in learning for children. In order to improve the effectiveness of managing experience activities for students at Kien Khe Secondary School, Thanh Liem District, Ha Nam Province, measures should be taken such as: raising awareness for managers and teachers, staff, students and educational forces about the importance of experiential activities; organize professional fostering for managers and teachers to organize experience activities for students in junior high schools effectively; develop a plan of experience activities based on scientific and practical bases to make the appropriate plan work effectively.

3. Research method

The research topic has used the group of theoretical research methods (document search method, general analysis method, interpretation method), practical research method group (pedagogical observation method, Methods of survey by questionnaire, interview method, summary of experience, essay method), group of mathematical statistical methods in educational sciences (methods of using mathematical statistics and a number of informatics software to handle survey results).

4. Research results

4.1. Awareness of managers and teachers on life skills education for ethnic minority students to meet the needs of disaster prevention in the Northwest region.

In order to understand the perceptions of education forces about the role of experience

in life skills education for ethnic minority students, we surveyed 45 managers at the x ethnic minority boarding in Northwest area, experts of the Department of Education and Training, 185 teachers. The results obtained are as follows:

Firstly, teacher awareness

Teachers who directly perform the task of organizing experience activities for ethnic minority students, so the survey results show that there are 147/185 subject teachers (79.4%), for that experiential activities play an important role, contributing to the formation and development of personality qualities, ethical lifestyles, good behavior in ethnic minority students' behavior and consolidating social knowledge for ethnic minority in a solid manner. Through the organization of experiential activities, the activeness and excitement of ethnic minority students in the process of experiential learning and learning in the classroom will be encouraged. Therefore, if the experiential activities are organized in a coherent way, specifically, it will be a favorable environment, building a spirit of solidarity, so that teachers and ethnic minority students can come closer.

The majority of teachers have full and proper awareness about the role of experience activities in life skills education to meet the needs of the natural disaster prevention of ethnic minority students, but there are still 35/185 Subjects teachers (18.9%) were asked that experiences were less effective in educating students in general and forming life skills to meet the disaster prevention needs of ethnic minority students in particular, because of the organizing and conducting experiential activities are still heavy on games or knowledge-building through teacher modeling, while ethnic minority students lack attention and disperse ideas on things. Others lead to the formation of life skills to meet the needs of natural disaster prevention of low-level activities. In particular, there are still 3/185 subject teachers (1.7%) think that ethnic minority pupils at the ethnic minority boarding schools do not understand the purpose and do not care about the experiential activities for skills development education.

Secondly, perceptions of managers, experts in education and training

The research results show that 100% of managers and educational experts have affirmed the important role of experiential activities for the formation and development of personality of ethnic minority students in general and life skill formation to meet needs of the disaster prevention of ethnic minority students in particular. Officials and experts all think that should enhance the experience activities for ethnic minority students and consider it a good way to orient and educate ethnic minority students with moral awareness, self-discipline in activities

communicate with people around and know how to cope with natural disasters in nature ...

4.2. The reality of managing experience activities goals for ethnic minority students in boarding ethnic minority schools in the direction of educating life skills to meet the needs of natural disaster prevention in the Northwest region

The results of the survey on the status of implementing the objective of experiential activities for ethnic minority pupils at the Ethnic Minority Boarding Schools in the Northwest region in the direction of developing life skills to meet the needs of natural disaster prevention, showing that the “Teacher of the dead” clearly defining the target of organizing experience activities for ethnic minority students according to the program content”, 62.6% of managerial staff, 78.2% of teachers rated it as “good”, no managerial staff, teachers rated at “weak” and the average was 3.57 (ranked 1 - pretty). In carrying out the task, it was shown that “Teachers understand thoroughly and understand the objectives of experiential activities for the formation of life skills for ethnic minority students”, receiving 68.0% of managers, 11.8% of teachers. rated at “good”, 25.0% of managers, 80.0% of teachers rated it as “good” and the average score was 3.30 (ranked second - good level); with the content “Creating favorable conditions for teachers to attend training courses to improve the capacity of organizing experience activities”, 24.2% of managers and 22.7% of teachers rated it as “good”. , 52.0% of managerial staff, 65.9% of teachers rated it as “fair” and the average score was 2.97 (ranked 3rd - fair level).

However, the thorough grasping and organizing the implementation of the objective of experience activities for ethnic minority pupils at the boarding schools towards the direction of educating life skills to meet the needs of preventing natural disasters, still have not been focused on. However, only 18.0% of managers and 19.4% of teachers rated them as “good”, while 18.0% of managers, according to “Monitoring the implementation of planned experience activities”. 21.8% of teachers, rated at “weak” level, with an average score of 2.71 (ranked 5th - fairly good); with the content “Assuring facilities and means to implement the experience activities towards developing living skills”, 18.0% of managers and 19.4% of lecturers rated “weak”. , the average score is only 2.65 (ranked 6th - fairly good).

4.3. Situation of managing the content of experience activities for ethnic minority students in ethnic minority high schools in the direction of educating life skills to meet the needs of natural disaster prevention in the Northwest region

Summary of survey results on management and implementation of experience activities for ethnic

minority students at the Ethnic Minority Vocational Schools in the Northwest region towards the direction of educating life skills to meet the needs of preventing natural disasters, showing the unity In the evaluation of administrators and teachers are quite similar, namely:

With the content of the survey on “Managing teacher training on integrating experiential activities for ethnic minority students through field trips”, received 24.0% of managers, 29.4% of teachers rated at “Good”, 64.0% of managers, 49.4% of teachers rated it as “good” and the average score was 3.05 (ranked 1 - good level); content “Developing content of experience activities for ethnic minority students through role-playing activities in class”, 24.0% of managers, 23.5% of teachers rated it as “good”, 60.0% of administrators Ly, 58.8% of teachers rated it “fair”, the average score was 3.02 (ranked 2nd - fair); In addition, the contents of “Carrying out the examination, urging and reminding teachers in implementing the content of experience activities for ethnic minority students”, received 28.0% of managers, 22.4% of teachers. teachers rated “good”, but up to 8.0% of managers, 7.0% of teachers rated the experience content management for ethnic minority students as “weak”, with an average score of 3.0. (ranked 3rd - fairly good).

However, in management, there is a need for a coordination mechanism in the management of content, modes of operation, but in reality, the current experience of experience in the local boarding schools The North West has not built a coordinating mechanism yet, so the content of experience activities given by the managers has not received high consensus from the teachers. Therefore, when asked about “There is a coordination mechanism between teachers and administrators in developing content of experience activities for ethnic minority students”, 12.0% of managers, 15.3% of teachers beat the price was at “good” level, while 12.0% of managers and 9.4% of teachers rated it as “weak”, the average score was only 2.72 (ranked 5th - good level).

4.4. Current situation of managing experience activities for ethnic minority students towards educating life skills to meet the needs of natural disaster prevention in the Northwest region

Experimental activities for ethnic minority pupils at ethnic minority boarding schools in the direction of educating life skills to meet the needs of natural disaster prevention are ways of organizing and controlling ethnic minority students to participate in specific activities in groups , classes to acquire knowledge, techniques, behavior, communication skills and how to act according to certain standards of society that teachers and educational staff

desire to convey and equip. for ethnic minority students. Experimental mode of operation has both a communication function and a content control function for ethnic minority students. However, in order for the experiential activity to meet the requirements and achieve the expected results, a combination of many factors is needed, in which the choice of the mode of operation is very important.

Due to correctly identifying the important role of the modality in the experience activities, the managers and teachers determined that the “Organizing learning fosters positive methods, selecting methods to suit the goals. , content of experience activities “, 32.0% of managers, 22.4% of teachers rated the performance as” good “, the average score was 3.05 (ranked 1 - good level); content “Fostering, training skills in using experience operation methods for teachers”, received 28.0% of managers, 28.2% of teachers rated the performance as “good”, average score is 3.01 (ranked 2nd - fairly good). Due to the good performance of learning, fostering and training skills in using experience organizing method, the process of managing the experience organizing method has achieved relatively good results.

In addition to these positive aspects, the issue of management innovation to organize experience activities for ethnic minority students at the boarding schools for the development of life skills to meet the needs of disaster prevention is still revealed. certain shortcomings and shortcomings, such as “Plan to renovate the experience operation method suitable to the school situation” had 24.0% of managers, 21.2% of teachers assessed the implementation in the “good” level, but also 12.0% of managers, 9.4% of teachers rated the performance as “weak”, the average score was only 2.92 (level 4) and the management in “Organization”. equipped with facilities to support the experience operation mode”, received only 20.0% of managerial staff, 20.0% of teachers rated at “good” level, along with 8.0% of managerial staff, 12.9% Teachers rated the level of “weak”, the average score was only 2.82 (ranked 5th - good level). This suggests that the managers must seriously study and accurately assess the actual conditions of the school to choose the method of organizing experience activities for ethnic minority students at the boarding schools towards develop life skills to meet the needs of natural disaster prevention, to operate at optimal efficiency, in the context of fundamental and comprehensive innovation in education and response to climate change today.

4.5. Situation of the factors affecting the management of experience activities of ethnic minority students at the boarding schools towards the direction of educating life skills to meet the needs of natural disaster prevention in the Northwest region

4.5.1. The objective factors

Researching the objective and subjective factors affecting the management of experiential activities for ethnic minority students at the boarding schools in the direction of developing life skills to meet the needs of disaster prevention in the Northwest region, showed that, all factors have a great impact on the management of experience activities for EM students with an average score ranging from 2.83 points to 2.96 points. Specifically, the factor “Impact from the family and social environment” has 32.0% of the educational managers ‘comments and 20.0% of the teachers’ comments rated at “Very much impact”, with 8.0% of teachers. teachers, 5.9% of teachers rated it as “Low impact”, the average score was 2.95 (ranked 2nd - fair level); With the factor “Impact from the policy of educational innovation”, there are also 24.0% of managers, 21.2% of teachers rated it as “Very impactful”, 8.0% of managers, 9.4% of teachers the assessor was “Low Impact”, with an average score of 2.92 (ranked 3rd); while the factor “Impact from the local socio-economic development situation”, 21.2% of managers and 20.0% of teachers rated it as “Very impactful” 8.0% of managers, 8.2 % of teachers rated it as “Low Impact”, with an average of 2.83 (ranked fifth).

4.5.2. Subjective factors

The results of investigating the subjective factors affecting the management of experiential activities for ethnic minority students at the boarding schools for the development of life skills to meet the needs of disaster prevention in the Northwest region, showing that “Impact from awareness of education forces”, with 28.0% of managers, 22.4% of teachers rated it as “Very impactful”, 8.0% of managers, 9.4% of teachers rated the price is “Low impact”, with an average score of 2.96 (ranking 1); Factors “Impact from conditions of facilities and equipment to ensure experience”, with 20.0% of managers, 23.5% of teachers rated it as “Very impactful”, and 8.0% of staff management, 7.1% of teachers rated it “Little impact”, the average was 2.86 (ranked 4th).

Thus, managing experience activities for ethnic minority students at the boarding schools towards the development of life skills to meet the needs of disaster prevention in the Northwest region, in addition to the contingent of managers and teachers directly In order to organize and implement experience activities for ethnic minority pupils at ethnic minority boarding schools, the objective and subjective factors all directly or indirectly affect the management, organization of activities and certain influence. to improve the efficiency of experience activities for ethnic minority students at the boarding schools for the development of life skills to meet the current disaster prevention needs in the Northwest region.

4.6. Overall assessment of the situation of managing experience activities for ethnic minority students at the boarding schools for ethnic minorities education in the direction of educating life skills to meet the needs of disaster prevention in the Northwest region

4.6.1. Advantages and limitations

4.6.1.1. Advantages

Most of managers and teachers are fully aware of the importance of experience for ethnic minority students at the boarding schools for the development of life skills to meet the needs of natural disaster in the Northwest region.

The content of the experience program for ethnic minority students at the general boarding board schools met the current requirements, especially the content of the program of individual development experience activities and the content of the program of activities. collective action. Experimental methods and forms have been implemented and met the requirements.

The principals of the ethnic minorities boarding schools have paid attention to the direction and fostering to raise awareness and methods of organizing experience activities for teachers, thus initially allowing ethnic minority students to participate in the experiences. There are many positive changes and effective. In addition, the work related to motivating the organizational apparatus and human resources for experiential activities has also been concerned, so it encouraged the spirit, rewarded and encouraged individuals to achieve high achievements. in organizing experience activities for ethnic minority students at the ethnic minority boarding schools towards developing life skills to meet the needs of natural disaster prevention in the Northwest region.

4.6.1.2. The limitations

Awareness of some managers and teachers at the boarding schools about experience activities for ethnic minority students, incomplete about the position, role and the need of experiential activities in the direction of skill development live to meet the needs of disaster prevention in the Northwest region.

Some program content about experience activities for ethnic minority students in the direction of developing life skills to meet the needs of disaster prevention in the Northwest region is not close to reality, the form of organizing experience activities for students Ethnic minorities in the boarding schools towards the development of life skills to meet the needs of disaster prevention in the Northwest region are still sketchy, mainly the theoretical training courses that have not focused much on creating Applied to practical practice for ethnic minority students.

The organization of forces to educate and organize experience activities for ethnic minority pupils at ethnic minority boarding schools is inconsistent, inconsistent, heavily administrative, ineffective. The evaluation and evaluation have not been conducted regularly and there is no uniformity and the criteria are not specific and clear, the commendation and discipline are not strong enough to encourage the forces to participate.

4.6.2. Cause of the situation

Awareness of a number of school administrators and teachers is not complete and accurate about the role of experiential activities for the development of life skills for ethnic minority students. The content of the experiential activities program is still sketchy and monotonous, which does not attract the active participation of forces in organizing experience activities for ethnic minority students at the boarding schools in the direction of developing life skills. meet the needs of disaster prevention in the Northwest region.

Space and facilities of some ethnic minority boarding schools in the Northwest region are still cramped, failing to meet the prescribed standards, failing to meet the requirements of general educational activities and experience activities for ethnic minority students. in particular, but until now has not received appropriate investment, lack of means of support tools, especially those such as means of labor, sightseeing, picnics, which are insufficient and not fully met. meet the needs of experience activities for ethnic minority pupils at the Ethnic minority boarding schools in the Northwest region.

In managing the experience activities for ethnic minority students at ethnic minority boarding schools, they are still constrained to follow the pattern, not yet creative, innovative, unattractive, not suitable with the characteristics and psychology of ethnic minority students. The form of emulation and commendation is still monotonous, not encouraging the forces to actively participate in the experience activities.

The Northwestern Regional Vocational Training Schools have not yet fully exploited the available potentials in terms of facilities, human resources and the initiative in cooperating forces in organizing experience activities for ethnic minority students. Vocational training schools in the direction of educating life skills to meet the needs of disaster prevention in the Northwest region.

5. Discussion

At some of the Northwestern Regional Vocational Training Schools, there are still opinions that the life skills of ethnic minority students are formed in teaching, education and mainly educational results, so they have not put in place experience activities. In

an important position in the activities of classes and schools, school administrators also do not pay much attention to experiential activities, most of them assign teachers to organize experience activities so the effectiveness of education, forming life skills for ethnic minority students from experiential activities are not very clear.

Some managers have not seriously studied, accurately assessed the actual conditions of the boarding schools to choose the method of organizing experience activities for ethnic minority pupils at the boarding schools towards the direction of technical development, life skills to meet the needs of natural disaster prevention, to operate optimally, in the context of fundamental and comprehensive renovation of education and response to climate change today.

In some boarding schools, there are still shortcomings in management, assessment and evaluation of experience results for ethnic minority students at the boarding schools towards the development of life skills to meet the needs of natural disaster prevention in the West. In the North, it is required that the managers of the boarding schools study to develop management measures to promptly overcome the limitations and shortcomings in the examination and evaluation in order to improve the effectiveness of the management of experience activities. for ethnic minority students at the ethnic minority boarding schools towards developing life skills to meet the needs of natural disaster prevention in the Northwest region.

6. Conclusion

Through surveys, interviews with managers, education experts, teachers at the boarding general education schools about the situation of managing experience activities for ethnic minority students at the boarding schools in the direction of educating life skills to meet needs for disaster prevention in the Northwest region, showing:

Awareness of managers and teachers about the role of experience activities for ethnic minority students at the boarding schools for life skills education to meet the needs of disaster prevention in the Northwest region, as well as improving Comprehensive educational quality for ethnic minority students, besides the ideas that have identified the right role and position, there are still a number of managers and teachers who are aware of the limitations of experience for learning activities. ethnic minority students in vocational boarding schools.

The effectiveness of organizing experience management and experience management activities for ethnic minority students at the boarding schools for the development of life skills to meet the needs of the Northwest region has not been high. In addition to some schools that have taken measures to improve the program content, diverse methods and organizational forms of operation, there are still schools that have not taken into account the importance of bringing experience activities to ethnic minority students into the background. Therefore, there are not many influences and impacts on the experience management activities for ethnic minority students at the ethnic minority boarding schools towards the development of life skills to meet the needs of disaster prevention in the Northwest.

The reason for the experience-based activities for ethnic minority students at non-effective boarding schools is due to the lack of measures to manage the experience of ethnic minority students in a rational, scientific and uncoordinated way. rigorously educational forces in and out of school to create the power to increase the effectiveness of this activity.

The above situation shows that in order to improve the effectiveness of experience activities for ethnic minority students at the boarding schools in the direction of educating life skills to meet the needs of disaster prevention in the Northwest region, management measures are needed. proper operation.

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THỰC TRẠNG QUẢN LÝ HOẠT ĐỘNG TRẢI NGHIỆM CHO HỌC SINH DÂN TỘC THIỂU SỐ Ở CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ THEO HƯỚNG GIÁO DỤC KỸ NĂNG SỐNG ĐÁP ỨNG NHU CẦU PHÒNG TRÁNH THIÊN TAI KHU VỰC TÂY BẮC TRONG GIAI ĐOẠN HIỆN NAY

Lê Thị Như Quỳnh^a
Ngô Quang Sơn^b

^aSở Giáo dục và Đào tạo Hà Giang
Email: nhuquynh.ktkd@gmail.com

^bHọc viện Dân tộc
Email: sonnq@hvd.edu.vn

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Tóm tắt

Trong những năm gần đây, các trường phổ thông dân tộc nội trú ở các tỉnh miền núi khu vực Tây Bắc đã chú trọng hơn tới việc tổ chức hoạt động trải nghiệm cho học sinh dân tộc thiểu số, đặc biệt theo hướng phát triển kỹ năng sống đáp ứng nhu cầu phòng tránh thiên tai khu vực Tây Bắc. Tuy nhiên hoạt động trải nghiệm cho học sinh dân tộc thiểu số chưa có một chương trình, biện pháp, cách thức thực hiện cụ thể, nên việc thực hiện còn nhiều hạn chế bất cập. Đa số ở các trường phổ thông dân tộc nội trú vẫn còn hiện tượng cán bộ quản lý áp đặt các hoạt động giáo dục cụ thể cho từng giáo viên, làm cho các hoạt động giáo dục diễn ra cùng một lúc, cùng một nội dung, cùng một phương pháp, không có sự bứt phá và chưa quan tâm nhiều đến hoạt động chủ đạo của học sinh dân tộc thiểu số. Nghiên cứu đánh giá đúng thực trạng để đưa ra các biện pháp hữu hiệu đối với quản lý hoạt động trải nghiệm cho học sinh dân tộc thiểu số ở các trường phổ thông dân tộc nội trú theo hướng giáo dục kỹ năng sống đáp ứng nhu cầu phòng tránh thiên tai khu vực Tây Bắc là một việc hết sức quan trọng và cấp thiết trong giai đoạn ứng phó với biến đổi khí hậu hiện nay.

Từ khóa

Quản lý hoạt động trải nghiệm; Học sinh dân tộc thiểu số; Phổ thông dân tộc nội trú; Giáo dục kỹ năng sống đáp ứng nhu cầu phòng tránh thiên tai; Khu vực Tây Bắc.